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ABSTRACT

This report describes a project intended to address specialized recruitment of a multiethnic drug and alcohol recovery population in Lycoming County, Pennsylvania, who had not availed themselves of adult literacy services. A collaborator would be established within the community to encourage educationally disadvantaged adults who would be supported by their peers to seek educational services. Tutors and students were recruited and received instruction via one-on-one tutoring or small group tutorial. A small group tutorial training package was developed. The five-page report is accompanied by the training package. It provides these components for each of the eight areas covered in the two training sessions: objectives, materials list, rationale, and procedures. The eight areas are as follows: introductions, you the tutor, the adult learner, the reading process, the writing process, opportunistic teaching/learning, phonics and decoding skills, and wrap-up and evaluation. Student handouts are provided. (YLB)

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REACHING OUT: RECRUITING A SPECIALIZED ETHNIC POPULATION

#98-5014 $4,882.00

ED 395 122

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Lycoming County Library System

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ABSTRACT PAGE

Title: Reaching Out: Recruiting a Specialized Ethnic Population

Project No.: 98-5014 Funding: $4882.00

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Agency Address Lycoming County Literacy Project, 19 East 4th St., Willimasport, PA 1770

Purpose: The purpose of this project was to address specialized recruitment of a multi-ethnic drug and alcohol recovery population in Lycoming County who have not availed themselves of adult literacy services. By establishing a collaborator within that community, educationally disadvantaged adults would be encouraged and supported by their peers to seek educational services.

Procedures: Tutors and students were recruited and received instruction via one-on-one tutoring or small group tutorial. A small group tutorial training package was developed by a graduate assistant in Adult Education working with our program.

Summary of Findings: Tutors trained in the small group tutorial like this approach and are continuing to work with their learners. Recruitment of students for participation is continuing. Based on the response of those involved, this effort will continue as part of the "mainstream" program.

Comments (Conclusions, Findings, Barriers, if any): The #1 barrier to program participation seemed to be a lack of "community" feeling within the target population. Perceptions of cultural and life differences made recruitment difficult because of 1) the recovery process itself, 2) the transiency of the population, 3) personal and family assimilation into the community and 4) the need for more awareness and sensitivity to multi-cultural issues.

Products (if applicable): Final Report
Training Package

Descriptors (To be completed only by Bureau staff):

DESCRIPTION

The purpose of this special demonstration project was to address the specialized recruitment of Afro-Americans and the multi-ethnic population in Lycoming County. To date, we had never had a separate component addressing a special needs population in such a focused way. Without the encouragement and specific articulation of these needs by involved members from our target population, we would have continued to recruit and enroll adult learners in our established program.

The increasing drug and alcohol recovery population (ranging in estimates of 5000 to 7000) relocating to Williamsport has and will continue to need basic literacy services to encourage total recovery, self esteem and educational development. It was felt that within this increasingly diverse multi-cultural drug and alcohol recovery population there were many adults who do not avail themselves of the "mainstream" literacy services in the county. Many of these adults, for various reasons, have felt that they are unwelcome and resented by the local community. Because of the perceived cultural difference (primarily urban vs rural and multi-cultural considerations) many of these individuals have chosen not to pursue literacy skills through traditional avenues.

We intended to recruit and to provide literacy services that were flexible, easily accessible and appropriate to the individual needs of our target population. Educational services would consist of one-on-one tutoring and/or small group (3-6 persons) instruction. Bethel AME Church, located in the heart of this Afro-American and multi-ethnic community was providing space for rehabilitation counseling to approximately 1500 adults and was providing educational instruction to already

educationally disadvantaged children. It was believed that with this already established area of service, through collaborative efforts we could provide desperately needed literacy skills to our target population who may not come forward without their own community encouragement and support.

To insure success, two obstacles needed to be overcome. Bethel AME, the comfortable core of this community, would provide space for instructional activities and the need for transportation services thus was eliminated. Community members were familiar with this location, felt comfortable attending non-church related activities, and already took advantage of outreach services occurring there. Based on these on-going activities, we felt that a solid recruitment base was already in place enabling us to meet their need.

However, prior to our receipt of funding for this project, internal conflicts erupted into a split, and then a dissolution of the Church and all non-Church related activities were relocated. Unfortunately as well, ramifications were felt within that community. At that juncture, we realized we needed to establish another resource in that community who was respected, interested in the educational services we could provide, and be willing to work collaboratively with us in our recruitment effort. After careful consideration we approached a former "Shepherd of the Streets" whose work had entailed working specifically with the drug and alcohol population and facilitating their relocation and acclimation to this area. With his frame of reference and established connections in the community, his interest in helping educationally disadvantaged adults was keen.

GOALS AND OBJECTIVES

This grant had three primary performance goals:

1. To recruit no less than 15 tutors from our target population.

   We recruited 8.

2. To recruit no less than 15 students from our target population.

   We recruited 6.

3. To form at least 1 small group (3 to 6) tutorial.

   We formed one small group tutorial and recruitment is under way to form a second.

Those goals seemed attainable in regard to the identified problem in that based on past experience in working with this population, the strongest referral source is "word of mouth". Reasoning that by serving 15 initially, we could provide services to many more based on this referral system. In addition, by focusing on recruiting multi-ethnic tutors and making it comfortable for them to learn within an already established structure, this population would be encouraged to initiate broader participation through other established program areas. Due to the change in our collaborative partner, we lost the momentum we had gathered. After a series of brainstorming sessions with our new partner, we developed other strategies for recruitment. These included fliers, announcements in meetings and visits to selected recovery houses. However, recruitment at this point went slower than anticipated--due in part to other responsibilities of our collaborator, and the transitory nature of our target population.

ADMINISTRATION

The proposed project was administered by the Lycoming County Library System, a 6 member public library co-operative, headquartered at the James V. Brown Library in Williamsport. The Lycoming County Library System has sponsored an Act 143 one-on-one volunteer literacy program since 1986 and a workplace literacy program since 1992.

GENERAL DESIGN

To accomplish the primary performance goals of this grant, we intended to pursue a two-tiered recruitment effort with the target population. Both tutor and student recruitment were to be focused on, but not exclusive to, this multi-ethnic community. Due to the rapidly changing nature of the county, we felt that the comfort level of both tutors and learners would be greatly increased by using pairs and/or small group settings that could bring to the learning situation similar life experiences and cultural heritage. At the outset, tutor and student recruitment was to be handled internally by Bethel AME Church and its outreach activities Coordinator and later with Literacy Project involvement. In addition, we intended to offer a separate small group instruction training session to accommodate those learners desiring the peer learning environment.

With the unforeseen challenges we encountered in losing our collaborative partner, we utilized the Salem AME Zion Church to facilitate instructional sessions, and serve as the primary training site and tutoring/small group instruction site. In addition, other sites were available for tutoring if so desired. This project was successful in that small group instruction was effective and interest in participating continues.

CONCLUSIONS:

Progress has been slow for a number of reasons. External factors over which we had no control stymied our early efforts with this project. However, after finding another partner, things began to move. In discussions with our new collaborator, community issues arose. There seems to be no real sense of "community" with the drug and alcohol recovery population due in part to their relocation and the adjustment process, in addition to just the recovery process and the focus that requires. Cultural issues (ie "big city", "little city") and family issues also factored into participation. For many of our target population, the adjustment process extended to their children and their integration into schools and neighborhoods. The highly transitory nature of this population also makes it difficult to recruit and retain.

Reaching Out: Recruiting a Specialized Ethnic Population will continue to be implemented with a focus on our original target population. We intend to incorporate current participants into our program. In addition, because volunteerism seems to have plateaued, we will use the small group tutorial with other adult learners to better provide delivery of services.

Dissemination of the project's findings will be through:

Lycoming County Literacy Project
Lycoming County Library System
19 East 4th Street
Williamsport, Pa 17701

AdvancE
PDE Resource Center
333 Market Street
Harrisburg, Pa 17126

Bureau of ABLE
Pa Department of Education
333 Market Street, 12th Floor
Harrisburg, Pa 17126-0333

SMALL GROUP TUTOR TRAINING
SESSION 1

I. INTRODUCTION 15 min.

Objectives:

-Introduce myself and Literacy Project of Lycoming Co.
-Help participants get to know each other.
-Explain the goals of the project.
-Give a brief overview of the training.
-Provide an overview of Session 1.

Materials:

-Name tags
x -Handout #1 "Agenda for Tutor Training"
-Overhead projector, flipchart, or blackboard for key words

Rationale:

The introduction serves as an overview and lead-in to the body of instruction planned for the training session. It parallels Pre-reading activities.

Procedures:

A. Introduce myself and the Literacy Project

Serving an internship; an adult educator; what I can offer.

Literacy Project of Lycoming County
Offices in James V. Brown Library
Linda Herr, Director; volunteer tutors

B. Have participants introduce themselves, and why they are here for the training, their expectations.

C. Explain the goals of the project.

Goal 1. To help adult learners develop reading and writing skills.

READING/WRITING/SPEAKING/LISTENING are all communication skills. Reading and writing in particular strengthen each other; improving writing should improve reading and the reverse.

Goal 2. To match tutors and adult students from the same community or cultural group.
MORE EFFECTIVE - Tutors and students with similar cultural backgrounds, community setting, or language patterns share a common pool of knowledge and experience. These commonalities simplify the teaching/learning situation.

Goal 3. To use reading materials which are familiar to the tutors and students.
EVERYDAY READING MATERIALS facilitate teaching reading in a functional context. Situated learning theory and adult learning theory propose that adults learn what they have a need to learn. Using materials which a student has a need to learn or an interest in learning increases the possibility of success in gaining new reading skills.

D. Give a brief overview of the entire training.

As key words printed in **bold** below are mentioned, they are written on the board or overhead. Introduction of new terms at the beginning of a lesson helps trainees to become familiar with them and allows them to ask questions about basic terms.

The training consists of sessions, each hours long.

A brief description of what a **tutor** is begins the session.
Some important qualities of **adult learners** are presented.
The training will cover techniques of teaching **reading**

and writing, and will provide practice in using them.

It teaches **reading and writing together** because they are related, and learning one helps learning the other.

Training stresses using **relevant materials** in learning to read, so that the learner has a purpose in reading and an idea of the meaning of the text.

Tutors will be trained to work with **small groups** of learners.

It emphasizes **co-operative learning** in which adult students support and help each other. The co-operative design is an effective teaching-learning format especially for adult students. Adults learn well from their peers and reinforce their own learning as they teach reading skills to other students.

Tutors will receive training in **collaborative learning** in which students and tutors together select materials to read, set goals, and evaluate how things are going. Built upon adult learning theory, collaborative components allow adult learners to take command of their own learning. Within the small group format, collaborative design allows learners to build upon each other's ideas and stimulates creative exploration.

Training will use **opportunistic teaching**, which means that reading and writing skills will be taught as the opportunity (need) occurs in actual reading and writing. The benefit of this method is teaching/learning which occurs at the point of need. Rather than design lesson plans which do not match group learner needs, opportunistic methods pinpoint specific difficulties and teaching focuses on those elements. It helps learners become aware of their own needs and helps tutors address problem areas.

Training includes instruction and practice in using traditional **phonics** reading materials. The training presents phonics as a parallel and needed component of a wholisitc approach to reading and writing.

E. Provide an overview of Session 1, morning.

Previewing gives trainees a learning framework to aid in developing a cognitive map of the content.

A brief summary of what a tutor is and does will introduce the tutor to the teaching situation.

A few essential points about adult learners will provide guidelines for tutoring activities.

An explanation of the reading process will include modelling and practice in six techniques for teaching reading.

Video from LVA on the small group tutoring format will introduce trainees to the method.

2. YOU THE TUTOR **20 min.**

Objectives:

-Elicit ideas from participants about what a tutor does.
-Introduce tutor qualities and duties.
-Encourage tutors that they are capable.
-Explain "modeling" concept in tutoring.
-Discuss the role of a tutor in a small group.

Materials:

x -Handout #2 "Student Voice - Tutor Qualities"
x -Overhead with modelling examples (Handouts #3, 4)
x -Overhead "A Teacher in a Different Kind of Way" (Handout #5)

Rationale:

Discussing their role as tutors allows trainees to integrate their preconceptions of tutoring with the new concepts of modelling and small group tutoring.

Procedures:

A. Introduce what a tutor is and does.

Ask for suggestions from participants. Write on board.

Present the following:

Qualities of a tutor:

Likes working with people
Patient
Encouraging
Not critical (eliminate "No" from vocabulary)
Responsible and dependent (on time, prepared)
Sense of humor
Practical and realistic in expectations of others.

Duties of a tutor:

To facilitate learning: A tutor leads students through the process of learning to read and to write. A tutor cannot learn FOR the student; the student learns as the tutor leads.

To develop a learning plan collaboratively with adult learners. Tutors who asked what the learners wanted, what skills and materials to use and HOW they wanted to learn it, had students who stayed in the programs longer. Adult learners need to control the direction of their learning.

To teach through modeling. Without an idea of how to approach a text, sound out words, or use punctuation, for example, students are at a loss. Tutors can model for studentcorrect pronounciation, pausing at commas, stopping at periods, or any number of other reading conventions. Adult students as well as children, learn what they hear and see.

To prepare lessons. A tutor should be ready for each lesson. A tutor should have a basic framework planned for each lesson. For example, a tutor should plan the session's content, time frame, and alternative activities for those which don't suit. In

a small group learning format, a tutor must construct group activities as well as individual learning activities.

To address particular learning objectives. Know your students' needs. Become familiar with your students' learning styles, strengths, weaknesses, patterns of social interaction, and modes of interacting within the group.

To be aware of the whole person. Be attentive to outside factors affecting the learning situation but stay focused on learning needs. You cannot take on all the students' life problems but you can take those factors into account when evaluating progress and behavior.

x Review "Student Voice" Handout #2 on overhead. These comments are not about reading expertise which the tutor possesses. These qualities named by adult students are about personal qualities of tutors of adult reading students.

B. Encourage tutors that they are capable.

If you can read and write, you can help someone else learn to read and write. "Each one, teach one," the motto of Laubach Literacy International, states the essential. You as a volunteer tutor trainee have something to give. You possess the knowledge of reading and writing and the ability to share that knowledge.

Learn to read by reading; learn to write by writing. As in any endeavor, practice makes perfect. People learn to read by reading, including listening to others read. They learn to write by writing, even when spelling and grammar are minimal skills. We are using the approach of building upon what there is, and moving on from there. Contrary to the *deficit theory,* the *strengths* approach emphasizes the gains, not the lacks.

x Modelling. (Handouts #3, 4)

H.O.#3 & #4 give examples of how modelling is used in the teaching process. The teacher goes through the actual process which a learner must go through when mastering a new skill. Rather than tell the learner how to do it, the tutor shows the student how to do it.

Modelling requires the tutor to role play the part of an adult reading student. In this way, you can demonstrate correct and alternative approaches to acquiring new skills.

The teaching method of modelling cannot be over emphasized.

Teachers who model the lesson that is being taught will have more successful learners. Students learn by example. They appreciate the tutor who is willing demonstrate a successful encounter with a reading obstacle. On an affective level, these learners appreciate teacher support through modelling.

C. Role of a Tutor in a Small Group

Why use small groups?

The alternatives are large classes or one-on-one.

Large classes resemble schooling, which for many was a negative experience. Responding to questions, reading aloud, or asking questions is more stressful for adult learners in a large group setting.

One-on-one can be intimidating to adult learners who are embarassed by their inability to

read. Differences in social class, race and economic status reinforce the distance between tutor and learner. Situated in a small group, an adult learner experiences a shared common problem with other group members.

Advantages:

Group members support and encourage each other. These adult learners recognize in each other similar patterns. They are sometimes able to speak to each other more directly because they understand in a personal way the difficulties that poor reading skills present.

Adult learners can on occasion recognize a problem and how to remedy it more quickly than a tutor because they have had that same problem. For instance, students who consistenly leave off word endings may be be helped by another group member who learned how to recognize word endings.

Peer teaching (teaching each other) reinforces learning. An adult students who has learned a new reading or writing skill reinforces that learning by sharing it with another student.

Each group member learns from the experience of the others. All group members can benefit from the instruction given to one group member regarding a particular learning task.

Adult new readers are more inclined to speak in a small group setting than in a large class, or one-on-one. There is strength in numbers applies here. Feeling as one among her peers, an adult learner experiences a freedom to display problem areas and receive help.

D. Tutor duties in a small group setting.

Set the task. What are the students supposed to do? Plan the group activity around the reading/writing skill being learned. Give instruction and assign task to each group member if appropriate. For example, assign a reading selection to the group. Have them divide the reading up among group members. Tell each group member to construct a word family around root words with which members have difficulty. Share the word families so that each member learns each word family.

Model the skill. As in Handouts #3 and #4, role play the student's part as a learner to model successful learning strategies.

Assist students as they learn the skill. Monitor the group so that you as tutor are aware of what each member is doing. Give assistance or correction where needed.

Observe progress of group members. Note whether students master a particular skill. Give input as needed for more effective learning.

Be clear. Be specific about what you expect the group and its individual members to do. Give a time frame. Give directions which are brief, clear and simple.

Foster mutual support. Encourage group members to work together to share what they know. Emphasize that they can teach each other as they learn, and that they will strengthen their learning by doing so.

Review Handout #5 (Teacher in a Different Way)

3. THE ADULT LEARNER — 30 min.

Objectives:

-Briefly discuss the learning process.
-Describe unique qualities of an adult learner.
-Describe different learning styles.

Materials:

x -Overhead listing qualities of an adult learner (Handout #6)
x -Barsch Learning Style Preference Forms

Rationale:

The learning process varies from individual to individual, and adult learning differs from school based learning.

Procedure:

A. Brief description of the learning process.

What is learning?
Ask for suggestions.
What have you learned lately?

Definition: *Learning is the process of acquiring skills, knowledge, and/or attitudes.*

Laws of Learning:

1. Doing. You learn by doing. You cannot learn without practice and without mistakes. Encourage learners to practice new skills.

2. Effect. You learn best by succeeding. The old saying "Success breeds success," applies here.

3. Exercise. Practice and review. Once is not enough. Learners must apply their new skills repeatedly to reinforce the learning and to aid in retention.

An active process. Students will not learn as a result of anything you as a tutor do; they will learn as a result of what they do. Adult learners must be ACTIVE learners, participating and crafting their own learning.

B. Adult learners

Some significant differences:

Adults have needs which are immediate and realistic. These adult students come because they are motivated to learn to read and write. Some specific factors are promting them. Find out why the students are in class. What do they need to read? Help them reach that goal.

Adults are not a captive audience like school kids. If they don't like it, they won't come. There is only so much you can do to influence their attendance. It is up to you to foster a positive atmosphere.

Adults should not be talked down to; they are mature people like yourselves. Being a non-reader or low level reader is not the only identity these adults have. All people should be treated with respect. Find out what other talents, skills, responsibilities and roles these learners have.

Adults have a lot of life pressures. They come to class tired and burdened with responsibilities. They appreciate pleasantness, humor, and variety in the learning situation.

C. Learning styles

While most learners learn through several different learning modes which vary over time and across tasks, each of us usually has a dominant learning style. A simplified approach to learning styles includes:

Visual preference. These learners learn through seeing. Printed text and pictures work for them.

Auditory preference. These learners learn through hearing. Verbal directions, dialogue, and reading aloud and being read to are effective learning tools.

Tactile preference. These learners learn through touch and movement. Tracing letters on a rough surface, moving about as they learn, hand motions, body motions, and writing help these learners.

x Have participants take the Learning Preference test. What did you find out about yourself? Can you relate it to the learning situation?

In tutoring, try a lot of different approaches to see what works best. Some people do have learning problems/difficulties, but they can still learn.

Ask for suggestions for visual, auditory, tactile learning. What would work best for each?

4. THE READING PROCESS 105 min.

Objectives:

-Discuss reading as a form of communication
-Introduce the concept of pre-reading, during-reading, and after-reading activities.
-Provide modelling and practice in pre-reading, during-reading, and after-reading activities.
-Model and practice six ways to read.

Materials:

x -Handout #7 "Can You Comprehend This?
x -Re-prints of *The Heart of a Woman* by Maya Angelou
x -Handout #8 - "Ways to Read"
x -Video from LVA "Small Group Tutor Training"

Rationale:

Reading as a form of communication is fostered by strategies and behaviors which occur before reading, during reading, and after reading. Modelling and practicing these behaviors expands the students' available resources for learning.

Procedure:

A. Reading as a form of communication (5 min.)

The function of print
-communication (Ask for other forms of communication.)
-kids come to school without knowing what print is for
-the purpose of reading is to make meaning of the print

What reading is and is not:

<u>De-coding</u>: Learning the sounds of letters and groups of letters. We will learn de-coding skills later.

Mention word naming, barking, and that some students can read accurately, pronouncing words correctly but not remember what they read.

x Use Handout #7 "Can You Comprehend This?" Each of you can sound out these words and knows the meaning of the individual words and phrases, but do you know the meaning intended by the author?

Comprehension: Making meaning of the printed page.. What is the message in it? Whether it is a work order, a bible verse, a magazine article, the A.A. book, or literature, the printed page contains a message. It is communication between the writer and the reader. Thoughts are transmitted from one human to another.

B. Pre-reading activities (20 min.)

x Pass out Handout #8 "Ways to Read." Read top two paragraphs together, or ask for volunteers.

Pre-reading:

It is a way to prime the pump, make connections, to tie the material in to previous experience and/or knowledge. It also helps readers decide what they want to get out of the material.

Stress what readers already know; concept of prior knowledge.

Review pre-reading activities on Handout#8:

Discussing. Students share and listen as a lead in to reading.

Brainstorming. Getting ready to read by thinking of everything you know about the topic.

Questioning. What do you want to find out from this reading? Students become receptive to learn new information from reading by looking for specific

answers to their questions.

Pass out selection and facilitate a pre-reading discussion of *The Heart of a Woman.*

Brainstorm ideas of what this selection is about. Write them on flipchart. Ask if trainees have heard of the author. What is known from the title, etc.?

Let students (trainees) discuss their thoughts on what they think the selection may be about.

What questions do tutor trainees have about the reading?

C. During Reading Activities (25 min.)

Marking passages, writing questions in the margins, underlining unknown words, help the reader attend to the reading task and stay focused. New questions may come up as the reader moves through the text. These activities serve to keep the reader on track, and to self-monitor comprehension.

Introduce and practice six ways of reading.

Depending on the size of the group, practice as a whole group, or in small groups of 2-3 members.

Listening as a way of reading - Tell group you are going to read the selection while they follow along.

Read the selection to the group.

Explain that one way to teach reading is for the tutor or another group member to read material. The beauty of this method is its simplicity.

Choral reading. Benefits are twofold; students can hear it, they can say it (safety in numbers). Choral reading helps with the rhythm of reading, phrasing, pauses, stops, etc. Practice together.

Echo reading. One person reads, and another repeats what the first reader has read. Re-reading aids comprehension. Use example of seeing someone do a figure eight on skates, and learning by imitation. Practice in pairs.

Assisted reading. The important thing is to read so that the meaning of the print comes across. It is not important that every word be read correctly. Only correct the student when the meaning is lost. Practice in small groups.

Oral reading. It helps some readers to understand what they read when they can hear themselves read. Tie oral reading into learning preferences. Practice.

Silent reading. This is the usual goal for reading students, to be able to read by themselves. The ability to read silently is a mark of reading mastery.

D. After-reading activities. (10 min.)

Talk about what was read. What else do you know now? Write comments, reactions, and information from traineess on the board.

Were questions from pre-reading answered from the text?

Refer to the text, if necessary, to remember details. This is not a TEST! Referring back to text to answer questions is a mark of a good reader.

Ask "Did pre-reading help you?" and discuss responses.

E. Video from LVA on small group tutoring (45 min,)

. . . . . .

BREAK

. . . . . .

5. THE WRITING PROCESS

Objectives:

-Relate writing to reading.
-Show the use of writing to record and summarize.
-Show the use of writing to express reactions.
-Introduce different approaches to writing: language experience, independent writing, group writing.

Materials:

x -*Using Language Experience with Adults: A Guide for Teachers*. New Readers Press, Syracuse, N.Y.
x -Handout #9 - Sample of student writing
x -Samples of student writings in *Making Meaning, Making Change* (Auerbach, 1990) and *On Focus*. (Strohmeyer and McGrail, 1992)
x -Photographs
x -Overhead "Writing"
x -Handout #10 - "Ways to Write"

Rationale:

Since writing and reading are integrally connected, strengthening one strengthens the other. Purposes for writing vary, and different approaches match different learner needs and strengths.

Procedure:

A. Relate reading and writing.

Both are forms of communication; both are creating meaning.

Writing is a logical activity following reading. It forces readers to recall and record material from the selection. In scanning text to find specific details, readers review portions of text, a re-reading activity. Summarizing text necessitates composing an overview which includes salient points covered, and reinforces the learner's understanding of the meaning.

Working on reading and writing together reinforces both.

x Pass out Handout #10 "Ways to Write." Discuss the following.

Pre-writing, during-writing, and after-writing activities parallel reading activities.

Pre-writing - discuss the topic, consider writing options, name a purpose, make a plan.

During-writing - getting ideas down on paper.

After-writing - sharing, responding, editing, opportunistic teaching.

B. Writing to record and summarize.

x Pass out the *Using Language Experience with Adults* booklet, and have participants scan it, using the pre-reading strategy.

Have participants read from the bottom of page 4 to the top of page 6, using one of the ways to read.

Working as a group, have trainees record points about the language experience approach to teaching reading as given in this passage.

Point out that is this case, writing to record and summarize is being done as a group activity. It can be done independently as well.

After reading and writing, have the group reflect upon, review, and analyze the reading-writing process.

x Overhead - **"I believe in writing a lot. If someone can write three words and their name, I say we're going to write: you talk and I'll write. Tell me some things you love to do, some things you are really good at." (Bingman, 1990)**

This overhead stresses that the physical act of writing need not be done by the person creating the piece. In the above

exercise, one person could write down comments from other trainees. A tutor or group member can be the scribe, taking dictation. The emphasis should be upon putting meaning down on a page, whether or not the person from whom the idea originate makes the marks on the page or not.

C. Independent writing and group writing

Independent writing is just what it sounds like. The student writes alone. The purpose is to get ideas down on paper. Mistakes can be corrected later. Read from Handout#9 and 10 together and discuss.

Group writing is a form of language experience but only one person performs the physical act of putting the words on paper. It has the added advantage of sharing ideas, building on each other's work, and sharing responsiblities.

D. Writing to express ideas

Stress that it is most important to get something down on paper. The greatest obstacle for students is making the first mark on the paper. Once the flow or process begins, it can be guided. Much encouragement should be given to beginning the process. Correcting can follow later.

Explain what editing is. Correction of student mistakes should focus on no more than three errors. Too much too soon will swamp the learner.

Present different ways to stimulate writing such as photographs, questions, current events, life histories, their families, their work, hobbies, etc. Build upon adult's life experiences.

x Show examples from Auerbach (1990) and Strohmeyer and McGrail (1992). These writings are based on local communities, life experiences, and heart concerns. Situated learning is learning that occurs in life context.

x Show photograph, and ask them to write on it. Have them work in a group, either doing group writing, or writing alone.

Ask trainees to read selections, their own or another's, aloud to each other.

Have trainees trade papers and correct each other's work.

TAKE A SHORT BREATHER!

6. OPPORTUNISTIC TEACHING/LEARNING 45 min.

Objectives:

-Explain the idea of opportunistic teaching

-Select opportunistic teaching methods to study words in *Using Language Experience with Adults.*

Materials:

x -Handout #11- "Opportunistic Teaching"

x -*Using Language Experience with Adults* booklet.

Rationale:

Seizing upon learning opportunities as they arise in reading and writing will situate new learning in a meaningful context.

Procedure:

A. Opportunistic Teaching

x Use Handout#11 to teach basic elements of method. Ask for a volunteer to read the first sentence aloud.

List the key points of opportunistic teaching:

-the ideas come from the reading
-the strategies and skills are noted during reading
-the reading process is not interrupted.
-strategies and skills are worked on after reading
-only 2 or 3 elements are selected at one time

Identifying new words by:

-sight words
-breaking words down into parts
-root words
-word families
-context

Use the handout to teach tutor trainees the above methods.

B. Using Handout#8 "Ways to Read" for Opportunistic Learning

Review ways to read:

Listening, oral, echo, choral, or silent.

Have participants work together (group or pairs) after selecting one of these ways to read, and identify new words on the Handout.

Remind participants to use what they know about the reading process:

Pre-reading - Look at the choices of ways to identify new words. Discuss what each might involve, and select one.

During-reading - Use one of the ways to read to read the choice.

After-reading - Decide if you understand what you read about identifying words. If not, re-read the selection, ask questions, discuss the meaning. Decide if you want to read the other ways to identify words.

7. PHONICS AND DE-CODING SKILLS — 60 min.

Objectives:

-Present information on how to make speech sounds.
-Introduce phonics and de-coding skills as they are presented in the Steck-Vaughn materials.
-Make connections between opportunistic teaching and the Steck-Vaughn materials.

Materials:

x -Handout "Location of Speech Sounds"
x -Handout "How to Make Speech Sounds"
x -Steck-Vaughn *Reading for Today* Student and Teacher Books.

Rationale:

Phonics skills are an essential tool in learning to read. Opportunistic teaching is the format; phonics is the tool.

Procedure:

A. How to make speech sounds

x Explain, using "Location of Speech Sounds" handout, how speech sounds are made in different locations.

Stress precision needed making speech sounds; for example "b" or "buh."

Practice making speech sounds, placing fingers on voice box, nose, to feel vibration.

x Practice making speech sounds as described on Handout "How to Make Speech Sounds".

Stress that these materials are aids for people having difficulty or asking for help.

x B. Introduce the *Reading for Today* series.

Pass out books, both teacher and student editions.

Point out alphabet printed on page 2 of Book 1.

Explain pp. T-4 and T-5 (Book title, sight words, structural language, comprehension.)

Discuss paragraph, T-11, regarding 7-unit structure of books in the series.

Use of these books is either an alternative method or a supplement to the reading/writing process method.

C. Sample Lesson

Teaching a Sample Unit: A Pacing Plan, pp. T-14 and 15.

Unit Opener, Review Words, Sight Words, Phonics, Language, Comprehension, Life-Coping Skills.

Point out the difference between teacher books and student books.

Ask participants to take turns teaching different parts in the lesson. (Use Book 2: Unit 1 - *Managing Money*)

8. Wrap Up and Evaluation **10 Min**

Objectives:

-Review briefly workshop content
-Evaluate training

Materials:

-Evaluation forms

Procedure:

A. Review of content

The Reading Process
Before, during, and after reading

The Writing Process
Before, during, and after writing

The Reading/Writing Connection

The Listening/Speaking/Reading/Writing Connection

Opportunistic Teaching/Learning
Sight words, word families, root words, breaking words down, context clues

No interruption; two or three skills; in context

Phonics/Decoding
Letter sounds, speech sounds
Reading for Today series

Importance of Modeling

Importance of Practice and Review

B. Evaluating the Workshop

Ask for verbal comments and discussion
What did trainees like/dislike?
Pass out evaluation forms

SMALL GROUP TUTOR TRAINING

Developed by Josie Henning

Lycoming County Literacy Project

H.O. #1

SMALL GROUP TUTOR TRAINING

SESSION 1
AGENDA

1. Introductions

2. You the Tutor

3. The Adult Learner

4. The Reading Process

********** Break **********

SESSION 2
AGENDA

5. The Writing Process

6. Opportunistic Teaching/Learning

7. Phonics and De-coding Skills
   Steck-Vaughn

8. Wrap Up and Evaluation

H.O. #2

STUDENT VOICE
Tutor Qualities

Adult students who were interviewed identified these aspects of a good teacher:

- "builds your ego and makes you feel good"
- "is nice and relaxed in class"
- "is someone you can trust"
- "takes time with you when you get stuck"
- "listens to your questions no matter how dumb they are"
- "is happy and funny, has a good sense of humor"
- "cares about you and is sensitive to your feelings"
- "lets you work at your own pace and at your own level"
- "treats you like an equal"
- "has lots of patience"

from *How Adults Read* (Rance-Roney & Ditmars, 1994).

H.O.#4

Teacher Voice
Modeling

Maggie, an experienced tutor, says that Linda is often at a loss as to how to begin reading a story; she just can't seem to get a running start.

Last week, they began reading a challenging nonfiction story about frogs. Maggie switched chairs with Linda, picked up the book, and role-played being the student.

Maggie started out by saying, "Let's first look at the pictures in the book to get an idea of what this is about." After paging through the book, she said, "Now what do I already know about frogs? Let's see, I know...."

Through the process of modeling, Maggie passed on her experience as a proficient reader to Linda, who, hopefully, will learn to do the same.

(from *How Adults Read* (Rance-Roney & Ditmars, 1994)

H.O. #5

"A Teacher in a Different Kind of Way"

"The teacher is viewed as part of the family. She is our teacher but in a different way, a leader through something you want to get out of your life."

GROUP WORK

"Group instruction enables better retention because students feel more successful and at ease."

"Group work is co-operative, with students commonly helping each other and working together."

"Others in the group have the same feelings you do. You get rid of all the shame, how you feel inside not knowing how to read. I bulled my way through school, you need the group to pick at you."

Students found the group more relaxing and felt less personal pressure. "We're comfortable with each other. We break up in small groups. It's easy to learn in that environment."

(from *A Teacher in a Different Way* (Bingman, 1990)

H.O. #6

QUALITIES OF ADULT LEARNERS

- Adults learn by doing.
- Adults learn through new successes.
- Adults, like all learners, need practice and review.
- Adults have a lifetime of experiences upon which to build new learning.
- Adults have immediate learning needs.
- Adults have many life pressures and responsibilities.
- Adults learners deserve respect.

Barsch Learning Style Preference Form

The series of questions on the next two pages are designed to determine your relative learning style (visual, auditory, or tactile). No style of learning is better than another. However, each style makes its own demands on the environment of the learner. What does a tutor perceive to be the learning style of his student? How can he help that student learn, given that particular style?

Place a check on the appropriate line after each statement. Then score, following the directions on the next page.

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	____	____	____
2. Follow written directions better than oral directions.	____	____	____
3. Like to write things down or take notes for visual review.	____	____	____
4. Bear down extremely hard with pen or pencil when writing.	____	____	____
5. Require explanations of diagrams, graphs, or visual directions.	____	____	____
6. Enjoy working with tools.	____	____	____
7. Are skillful and enjoy developing and making graphs and charts.	____	____	____
8. Can tell if sounds match when presented with pairs of sounds.	____	____	____
9. Remember best by writing things down several times.	____	____	____
10. Can understand and follow directions using maps.	____	____	____
11. Do better at academic subjects by listening to lectures and tapes.	____	____	____

	OFTEN	SOMETIMES	SELDOM
12. Play with coins and keys in pockets.	____	____	____
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.	____	____	____
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	____	____	____
15. Chew gum, smoke, or snack during studies.	____	____	____
16. Feel the best way to remember is to picture it in your head.	____	____	____
17. Learn spelling by "finger spelling" the words.	____	____	____
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.	____	____	____
19. Are good at working and solving jigsaw puzzles and mazes.	____	____	____
20. Find myself getting distracted by charts or pictures on the walls while someone is speaking.	____	____	____
21. Prefer listening to the news on the radio rather than reading about it in a newspaper.	____	____	____
22. Obtain information on an interesting subject by reading relevant materials.	____	____	____
23. Feel very comfortable touching others, hugging, handshaking, etc.	____	____	____
24. Follow oral directions better than written ones.	____	____	____

Scoring procedures:

Place the point value on the line next to its corresponding item number. Next, sum the values to arrive at your preference scores under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
20		21		19	
22		24		23	

VPS =

APS =

TPS =

VPS - Visual Preference Score

APS - Auditory Preference Score

TPS - Tactile Preference Score

H.O.#7

Can you comprehend this?

1. There is a bear in a plain wrapper doing flip flops around 78 and passing out green stamps. *

2. The notes were sour because the seams split. *

3. Every Saturday night, four good friends get together. When Jerry, Mike, and Pat arrived, Karen was sitting in her living room writing some notes. She quickly gathered the cards and stood up to greet her friends at the door. They followed her into the living room but, as usual, they couldn't agree on exactly what to play. Jerry eventually took a stand and set things up. Finally, they began to play. Karen's recorder filled the room with soft and pleasant music. Early in the evening, Mike noticed Pat's hand and the many diamonds. As the night progressed, the tempo of play increased. Finally, a lull in the activities occurred. Taking advantage of this, Jerry pondered the arrangement in front of him. Mike interrupted Jerry's reverie and said, "Let's hear the score." They listened carefully and commented on their performance. When the comments were all heard, exhausted but happy, Karen's friends went home. **

* From: Dr. Susan Lytle, University of Pennsylvania.

** From: Anderson, Richard C., Reynolds, Ralph E., Schallert, Diane L., and Goetz, Ernest T., Frameworks for comprehending discourse. American Educational Research Journal, Fall 1977, Vol. 14, No. 4, pp 367-81.

H.O.# 8

Ways to Read

Reading is active like a sport, not passive like getting rained on. Readers need to make meaning of what they read. Their experiences and perspectives affect the meaning of a text they read.

Reading activities can be divided into three steps: before-reading, during-reading, and after-reading. Before-reading activities help readers to think about what they bring to the reading and decide what they want to get out of reading. During-reading activities help learners to decide how the reading is going. After-reading activities help learners to check in about what they read and decide on what they want to do next.

- **Before-reading activities**

  These activities get you ready to read.

  Discussing

  Sharing and listening to ideas is a good way to get ready to read.

  Brainstorming

  Thinking of everything you know on the topic you are going to read about is another way to get ready.

Questioning

Coming up with questions which you would like to be able to answer after reading the material gets your mind ready to learn the information which will answer these questions.

- **During-Reading activities**

These activities keep you on track as you read. They help you to know if you are understanding the material and to ask new questions as you go along. Try using a pen or pencil to mark interesting passages, write questions in the margins of the text, and to underline new ideas or vocabulary. There are several ways to read materials.

Listening

It's fun, it's relaxing, and it works well especially if when someone feels out of practice reading.

Oral Reading

Many learners say that they understand what they read better when they read aloud because they can hear what they are reading. Reading aloud can be fun too. Learners and tutors can take turns reading aloud.

Echo Reading

This is a good way to read when you are trying to get started. The tutor reads a phrase or sentence, and then the learner reads it, like an echo.

Assisted Reading

In oral reading, it is not important that every word is read correctly. What is important is that the material is read in a way that the meaning is not lost. The tutor should assist the learner when misreading begins to affect the meaning.

Silent Reading

Most readers want to be able to read to themselves. How else can you read on a bus or in the doctor's office? All readers should try doing some silent reading. It might be hard at first but it gets easier with practice.

- **After-Reading Activities**

It is good to talk about what we read. Depending on the purpose for reading, it may not be important to remember every detail. What is important is that we understand what we read and that we can answer the questions which we raised before reading? Sometimes our questions are not answered and then we might decide to explore a topic further.

I Survied A Bad Time

IT WAS IN 1973 I had A BABBY. IT WAS A STALborNde. MY BABBY [redacted] died. Two hrs beforE IT WAS Bornde. THAT WAS Alful. But after All This Time [redacted] IT hAde A Hol. IN IT hArd & STUMACK. ANd THAT WAS A bAd I don't THINK ANexthing gos RigTh for me. But I No Ther OR other People THAT hAVe BAd Time's To.

H.O. #10

Ways to Write

Writing is communication. The first step in writing is to get the ideas on paper. Later, the writing can be reworked. It is important to do some writing with each lesson.

- **Before-writing**

  Use warm up activities to collect ideas, to plan, and to set a purpose. These include brainstorming, discussing, and organizing and prioritizing lists.

- **Writing**

  There are different ways to get ideas down on paper.

  Language Experience Approach

  In the language experience approach, the learner produces the ideas and to tutor acts as the secretary, writing the ideas down. The tutor takes down the learner's exact words as they are dictated. The writing activity is followed by reading what has been written. Dictating language experience stories is an especially good way to get started for individuals who are not used to writing and feel out of practice.

  Independent Writing

  As learners improve their writing skills, they will want to write more on their own. When they meet words which they do not know, they should feel free to invent spelling, write the first

letter of the word, or simply draw a blank. Later they can ask help from their tutor in spelling these words. Independent writing is not an all or nothing process. If learners feel the need of assistance as they go along, they should feel free to ask for it.

Sustained Writing

Sustained writing is a popular technique that helps learners develop a habit of writing. Tutors and learners should write at the same time. Decide on how long to write. Sometimes it is good to start with 5 minutes and work up to 10 minutes. Begin writing and write continuously. If you can't think of anything to say, write the same words, or how you feel about not being able to think of anything. Try not to stop until the time is up.

- **After-writing**

Respond to the content of what the author has written. Learners and tutors should work together to determine what rewriting and editing are important to the learner. These decisions will be based on the learner's own interest in skills and the intended audience for the writing.

H.O. #11

OPPORTUNISTIC TEACHING

Methods for Learning New Words

While reading, note which strategies and skills the student needs to learn. What kinds of problems keep coming up? Does the student ignore word endings? Does the student need to know how to deal with longer words? Select one or two skills to work on after the student is finished reading the section.

Using the booklet Using Language Experience with Adults, pages 4, 5, and 6, the following examples explain five ways to learn new words. The five ways are: sight words, breaking words down, root words, word families, and using context.

-<u>Sight Words</u>

Some words are best learned as sight words. Learning common words by sight will help to make reading easier. Also, there are words which cannot be figured out and need to be learned as sight words.

Whe studying sight words, select 3 to 5 words from the reading. Write these on flash cards. Practice them by:

1. looking at the word while reading it

2. closing your eyes and picturing the words while you say it.

3. opening your eyes and looking at the word and reading it again. After practicing the words in this way, try mixing the cards up and reading the words.

Possible sight words from *Using Language Experience with Adults* include:

of
are
is
these

-Using Words in Context

The best help you can find to figure out a word is right in what you are reading. What are you reading about? What might a possible meaning be? Or ask if the word you tried makes sense. If not, what word might make sense? This is called using context. Context clues is a term used to mean, "What clues does the surrounding text give to understanding the meaning of the new word?"

Examples of words from the booklet which could be figured out from context include:

articulating	"The process of telling stories and articulating thought encourages students to be active, creative participants in the class."

"Telling stories" and "articulating thought" both encourage students in the active learning process necessary to gain new reading skills. What might "articulating thought" mean?

reassurance	"They share the reassurance and support so needed by adult learners, and they discover they are not alone in their feelings of frustration and failure."

According to this passage, students need both "reassurance" and "support." If you know what giving support means, do you have an idea of what "reassurance" means?

H.O. # 12

TRAINEE EVALUATION WORKSHEET

1. Rate the content of the workshop on the following elements by marking S for satisfactory, or U for unsatisfactory.

Tutor qualities	_____
Tutor duties	_____
Adult learners	_____
Reading	_____
Writing	_____
Opportunistic Teaching	_____
Phonics/Decoding	_____

2. Rate the workshop leader on the following points.

Clearness	_____
Patience	_____
Answering questions	_____
Rate of delivery	_____
Pleasantness	_____

What else would you have liked to learn about tutoring adults in reading and writing?

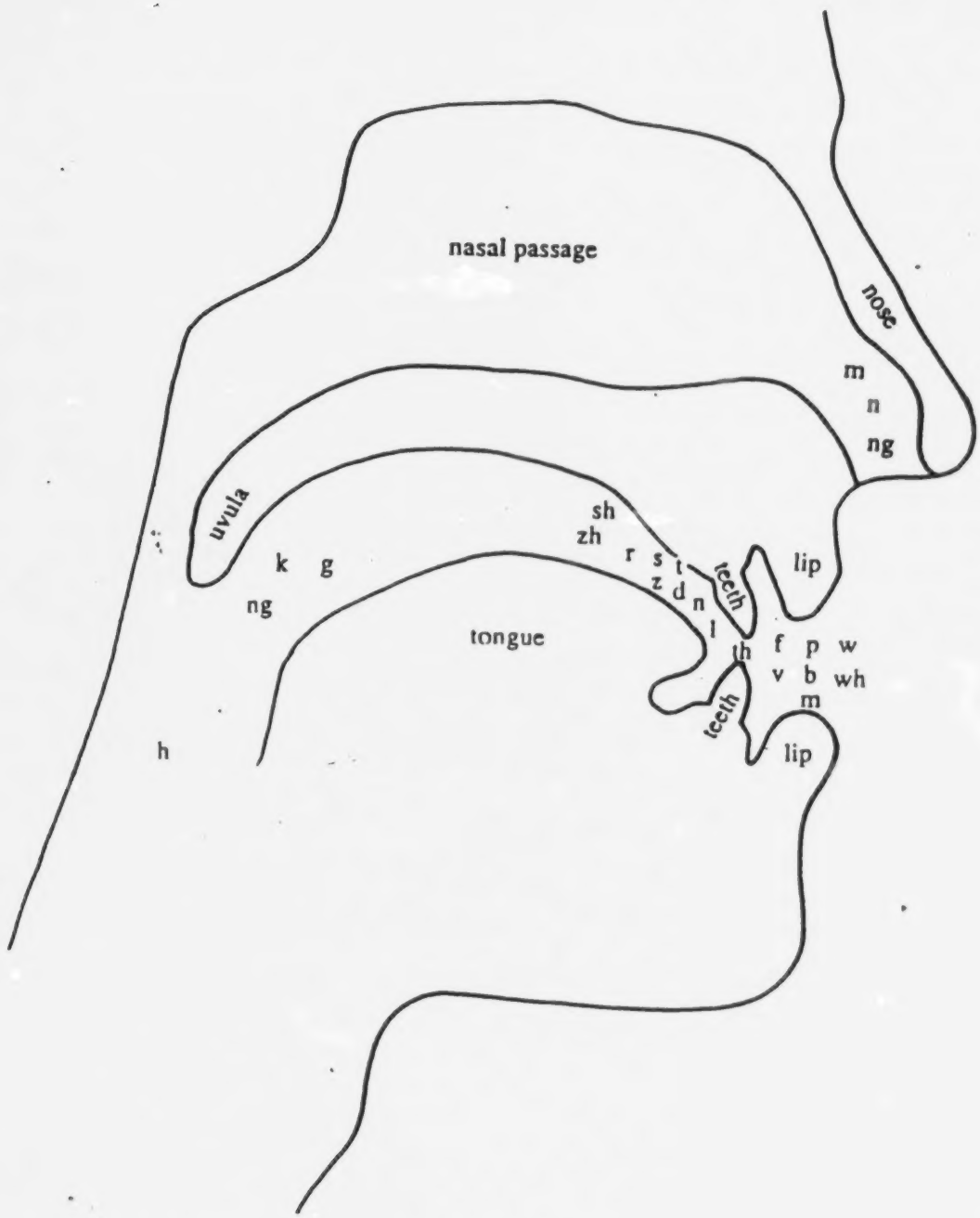
Did this workshop meet your expectations? Why or why not?

What are your future plans about tutoring adults?

Would you be interested in learning more about tutoring after you begin working with a student?

HB #13

Location of Speech Sounds



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HO #124

How To Make Speech Sounds

Primary Spelling	Secondary Spellings	As In	Voc. Code	Articulatory Position
ch		children	un	A combination of /t/ and /sh/.
		tch	kitchen	Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph.
wh	-	whistle	un c	Teach as /hw/ or /w/. A consonant digraph.
th'	-	mother	v	Voiced equivalent of /th²/ above.
		the	c	A consonant digraph.
ar	-	arms	v c	Teach according to person's local pronunciation.
ur		burn	v	Tongue tip down. Lips forward,
	er	her	c	almost squared, more relaxed than
	ir	girl		for /r/.
ng	-	ring	v n c	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A consonant digraph.
a-e		cake	v	Teeth about a half inch apart.
	ai	paint	c	Hold twice as long as /ē/.
	ay	day		Tongue down.
	a	paper		
i-e		five	v	Jaw wide at start, then move
	igh	night	c	to a narrower opening.
	y	spy		
	ie	tie		
	i	I		
ee		three	v	Lips drawn back, teeth close to-
	ea	eat		gether. Hold twice as long as /ĭ/.
	e	we		
	ey	key		
	e-e	Pete		
o-e		nose	v	Lips forward and rounded, with a
	oa	boat	c	"two-finger wide" opening.
	ow	snow		
	o	go		
or	-	York	v c	Lips forward with a "three-finger wide" opening.
oo	-	book	v	Lips forward, almost squared.
	ou(ld)	would	c	

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Primary Spelling	Secondary Spellings	As In	Voc. Code	Articulatory Position
oo	-	food	v	Lips forward and rounded, with a
	u-e	June	c	"one-finger" opening. Prolong the
	ue	blue		sound.
	ew	chew		
aw		lawn	v	Lips forward, wide jaw opening. A
	au	Paul	c	"three-finger" opening.
	a(ll)	ball		
	augh(t)	caught		
	ough(t)	bought		
u-e		huge	v	Teach as /ee/ plus *oo*
	u	pupil	c	as in *room*.
	ew	few		
	ue	argue		
ou		mountain	v	Combination of /o/ plus *oo*
	ow	town	c	as in *room*. Start with wide jaw opening, move lips forward with a small opening.
oi		oil	v	Combination of /aw/ and /i/.
	oy	boy	c	Start with lips forward for /aw/, then draw back for /i/.
su		measure	v	/zh/. Voiced equivalent of /sh/.
	si	television	c	

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Examples of Learner Goals

Community (00)

- -Apply for Citizenship
- -Reading for ReligiousActivities (Bible, Talmud,etc.)
- -Reading for Community Activites
- -Participate in Neighborhood Watch
- -Read Newsletter

Driver's License (01)

- -Apply for Driver's License
- -Take Driver's Test

Began GED (02)

- -Register for GED classes

Job/Better Job (03)

- -Read Classified Ads
- -Apply for Armed Services
- -Read Notes from Co-Workers
- -Read Work Related Materials
- -Read Manuals
- -Read Equipment Operating Instructions
- -Fill Out Application
- -Take Test for a Job
- -Write Notes to Co-Workers
- -Write Reports
- -Fill Out Orders/Requisitions

Survival Skills (04)

- -Read Menus
- -Write Shopping Lists
- -Read Newspapers/Magazines
- -Write Checks
- -Open/Use Checking/Savings Accts.
- -Apply for Unemployment Insurance
- -Read Lease/Rental Agreement
- -Read Labels in Drug Store
- -Fill Out Insurance Forms
- -Read Travel Guides/Maps
- -Find Number/Address/Info in Phone Book/Yellow Pages
- -Read Recipes
- -Read Cooking Directions/Food Labels
- -Read Bills
- -Balance Checkbook to Statement
- -Apply for Safety Deposit Box
- -Complete Credit/Loan Application
- -Read Medication Labels/Prescriptions
- -Apply for Medicare/Medicaid/HMO
- -Read Bus/Airline/Train Schedules
- -Read Car Repair Invoices

Parenting/Family (05)

- -Read Notes from School
- -Read to Child
- -Read/Write Cards/Letters
- -Participate in Scouting Program
- -Write Notes to School
- -Help Child with Homework
- -Participate in PTA

Voting (06)

- -Register to Vote
- -Read Ballot and Vote

Entered Other Educational Training (07)

- -Entered Training Program
- -Enter Adult Basic Education (ABE) Program
- -Take Adult Basic Education (ABE) Classes
- -Apply for College

Library Card (08)

- -Apply for Library Card
- -Check Out Books
- -Use Reference Materials
- -Read in Library
- -Check Out A/V Materials